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ABSTRACT

This bibliography presents 162 annotated references (including bibliographic materials, training and educational materials, and programs) about issues of recreation and leisure for adolescents and young adults with chronic illnesses and disabilities. Each reference usually contains a full bibliographic citation, a brief descriptive abstract, and availability and cost information. Bibliographic references are dated from 1981 to 1992 and are grouped into the following categories: physical/multiple disabilities; mental retardation; chronic illnesses (cancer, cerebral palsy, cystic fibrosis, diabetes, epilepsy, heart disease); hearing and visual impairments; camping and summer programs; and wellness and health knowledge. Training and educational materials include videos, booklets, guides, and manuals. The section on programs briefly describes 20 programs including address, telephone number, and a contact person. (DB)

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National Center for Youth with Disabilities

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ED 345186

CYDLINE Reviews:

Recreation and Leisure: Issues for Adolescents with Chronic Illnesses and Disabilities

March, 1992

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A project of the:

Society for Adolescent Medicine
Adolescent Health Program

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We extend our thanks to Barbara Jirik and Robin Whitebird for their valued assistance in the preparation of this bibliography.

National
Center for

Youth with Disabilities

Welcome to this issue of *CYDLINE* Reviews, a publication of the National Center for Youth with Disabilities (NCYD). As part of NCYD's commitment to raising awareness of the needs of adolescents and young adults with chronic illnesses and disabilities, we have prepared this bibliography focusing on issues of recreation and leisure. It is a companion to another bibliography focusing on sports and athletics. For those new to these Reviews, this collection of annotated bibliographies is drawn from NCYD's National Resource Library. The National Resource Library is a computerized, comprehensive database containing information about youth with chronic illnesses and disabilities, and it includes up-to-date expertise, programs and literature of all relevant disciplines. Issues of *CYDLINE* Reviews that may be ordered are:

- *Transition from Pediatric to Adult Health Care for Youth with Disabilities and Chronic Illnesses*
- *Adolescents with Chronic Illnesses—Issues for School Personnel*
- *Promoting Decision-Making Skills by Youth with Disabilities—Health, Education, and Vocational Choices*
- *An Introduction to Youth with Disabilities (In English or Spanish)*
- *Substance Use by Youth with Disabilities and Chronic Illnesses*
- *An Introductory Guide for Youth and Parents (In English or Spanish)*
- *Issues in Sexuality for Adolescents with Chronic Illnesses and Disabilities*
- *Vulnerability and Resiliency: Focus on Children, Youth, and Families*
- *Race and Ethnicity: Issues for Adolescents with Chronic Illnesses and Disabilities*
- *Recreation and Leisure: Issues for Adolescents with Chronic Illnesses and Disabilities*
- *Sports and Athletics: Issues for Adolescents with Chronic Illnesses and Disabilities*

Nearly 200 journals are regularly reviewed as are relevant books and non-published materials. New entries are added to the library quarterly. Topics in the Bibliographic File include chronic illness or disabling conditions; psychosocial issues; social issues; developmental processes; family; sexuality; education; employment and vocational rehabilitation; community and independent living; service approaches; professional issues; and policy, planning, and legal rights issues.

In addition to the Bibliographic File, the National Resource Library also includes a Program File with information about model programs throughout the country; an Educational Materials File with information on resources for professional development and programming usage; and a Technical Assistance File containing names and background information on consultants with expexpertise valuable to those involved with youth with disabilities.

You may request specialized searches of the NCYD Resource Library on topics of your choice simply by calling an NCYD Information Specialist. This person will then send the requested information to you in a format similar to this bibliography. In this way, you can easily receive current information on youth with disabilities which is specific to your particular needs and interests. NCYD has other publications available: *Connections* (newsletter published three times a year); and *F.Y.I. Bulletin* (Fact Sheets presenting statistical and demographic data illustrated with tables, charts, and graphs). If you wish to receive a Publications List or would like information about the Resource Library, our Center can be reached (toll-free in the United States) at **1-800-333-6293, 612-626-2825**, or **TDD 612-624-3939.**

Thank you for your interest in NCYD. We hope you will take the time to read through this issue of NCYD's *CYDLINE* Reviews and share the contents with others.

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I. BIBLIOGRAPHIC MATERIALS

A. *PHYSICAL/MULTIPLE DISABILITIES*

TITLE	**Feature issue: Dance Dynamics—A dance for all people.**
SOURCE	*Journal of Physical Education, Recreation & Dance* 1989 Nov/Dec;60(9): 49–64.
ABSTRACT	This special issue features six articles on the use of dance and movement with youth with disabilities. Articles include: A Dance for all People, Dance and Music for Children with Autism, Mainstreaming Deaf and Hearing Children in Dance Classes, Creative Movement for People who are Developmentally Disabled, Children with Learning Disabilities and the Dance/Movement Class, and Sunrise Wheels (dance with wheelchairs).
TITLE	**Feature issue: Leisure today. Therapeutic recreation—meeting the challenge of new demands.**
SOURCE	*Journal of Physical Education, Recreation & Dance* 1991 Apr;62(4):25–58.
ABSTRACT	This special issue features nine articles by both theorists and practitioners in the area of therapeutic recreation. Topics include: assistive technology, skill development, innovative programming ideas, theoretical perspectives, and future directions.
BOOK	***Leisure connections: Enabling people with a disability to lead richer lives in the community.***
SOURCE	The Roeher Institute, Kinsmen Bldg., York University, 4700 Keele St., North York, Ontario, Canada M3J 1P3;1989:58.
ABSTRACT	This workbook helps those who are supporting people with disabilities to find them enriching, meaningful leisure activities and become more deeply connected to others in the community. The book outlines in detail an enjoyable, stimulating eight-step process for support groups to work (and play) through together. All of the exercises lead to the development of a "leisure plan"—a flexible tool for support groups, families, friends, and others to help people with a disability become more involved with leisure activities.
BOOK	***Programs for special populations. YMCA program discovery series.***
SOURCE	Human Kinetics: Champaign, IL;1992:96.
ABSTRACT	A description of six programs for adults and children with mental and physical disabilities. It includes proven suggestions for recruiting and training a dedicated team of staff and volunteers as well as insight into what it takes to start a recreation program for people with disabilities. Programs featured are from the YMCA but are applicable to any organization.

BOOK | ***The pursuit of leisure: Enriching the lives of people who have a disability.***

SOURCE | The Roeher Institute, Kinsmen Bldg., York University, 4700 Keele St., North York, Ontario, Canada;1989:136.

ABSTRACT | A collection of perspectives on leisure for people who are disabled, particularly those with a mental handicap. It examines how participation and inclusion generate feelings of self-worth and belonging in individuals. As well as presenting a unique perspective on the issue, each author also believes that accepting relationships often formed in leisure activities adds a necessary dimension to our lives.

AUTHOR | Anderson EM; Clarke L;

TITLE | **Social life: Friendships and the use of leisure.**

BOOK | ***Disability in adolescence.***

EDITOR | Anderson EM; Clarke L;

SOURCE | Methuen: New York;1982:60–87.

ABSTRACT | A section of a large survey study done in the United Kingdom, this chapter reports on the findings regarding activities, leisure time, social life, contact with friends, and feelings of loneliness in adolescents with disabilities.

AUTHOR | Banks R; Aveno A;

TITLE | **Adapted miniature golf: A community leisure program for students with severe physical disabilities.**

SOURCE | *The Journal of the Association for Persons with Severe Handicaps (JASH)* 1986 Fall;11(3):209-15;

ABSTRACT | This study demonstrates a way to adapt miniature golf for students with mental retardation and physical impairments. The steps to use the adapted equipment were task analyzed and then sequentially taught to the students. With the adaptations, the students were able to actively participate in a community leisure activity.

AUTHOR | Bedini LA;

TITLE | **Separate but equal? Segregated programming for people with disabilities.**

SOURCE | *Journal of Physical Education, Recreation & Dance* 1990 Oct;61(8):40–4.

ABSTRACT | A review of historical and current trends in recreation and leisure opportunities for people with disabilities. The issues of segregation and integration and directions for change in achieving equity in recreation and leisure are examined.

AUTHOR Berrol CF;
TITLE **Trainee attitudes toward disabled persons: Effect of a special physical education program.**
SOURCE *Archives of Physical Medicine and Rehabilitation* 1984 Dec;65(12):760–5.

ABSTRACT This study examined attitude effects of three types of training programs for (potential) teachers of special physical education programs. Trainees were self-selected to receive information only, contact only, or both. Significant associations were found between trainee characteristics (e.g., age, education, previous contact with people with disabilities), but no post-test differences were significant between groups. The Siller General Factor Disability Scale (DFS-G) served as the pre- and post-test instrument. Changes in DFS-G mean scores were found to vary significantly, with the group receiving both information and contact showing the most positive change in attitude. Information only resulted in more positive change than did contact only.

AUTHOR Bradley C;
TITLE **Integrating the search for work and leisure.**
SOURCE *Journal of Employment Counseling* 1989 Jun;26(2):70–6.

ABSTRACT A project to assist adolescents with disabilities in improving their transition skills by integrating the search for work and leisure. Data indicates students who master "leisure search" skills will reuse these in a "job search" and make more successful transitions. Steps in the process include: self-assessment, research on options, and connection.

AUTHOR Brown M; Gordon WA;
TITLE **Impact of impairment on activity patterns of children.**
SOURCE *Archives of Physical Medicine and Rehabilitation* 1987 Dec;68(12):828–32.

ABSTRACT This study found that although activity differences between children with disabilities and those without were statistically significant, these differences were minor in absolute terms. Dependence was the only construct on which differences were strong as well as significant. Age was the variable most strongly associated (negatively) with activity. The authors suggest that children with disabilities are falling further behind their non-disabled peers as they progress into adolescence.

AUTHOR Compton D; Goode P; Towns BS; et al.;
TITLE **Project PAIRS: A peer-assisted swimming program for the severely handicapped.**
SOURCE *Child Today* 1988 Jan;17(1):28-30.

ABSTRACT Project PAIRS (Peer-Assisted Instruction in Recreational Skills) is an integrated recreational program where peer tutors teach water safety and swimming skills to students with disabilities.

AUTHOR DePauw KP;
TITLE **Horseback riding for individuals with disabilities: Programs, philosophy, and research.**
SOURCE *Adapted Physical Activity Quarterly* 1986;3:217-26.

ABSTRACT A comprehensive overview of the recreational and theraputic use of horseback riding for persons with disabilities. Historical and current views of the medical and educational benefits are discussed, and current programs are reviewed. The importance of research in this area is emphasized, and suggestions are made for future directions.

AUTHOR Durham RL; Fairchild JM; Ehrhart L;
TITLE **Teaching recreational skills to handicapped youths with video modeling and peer tutoring.**
SOURCE *Journal of Special Education Technology* 1981 Fall;4(4):13-21.

ABSTRACT A study of 107 youth with disabilities to determine the effectiveness of videotape modeling and peer counseling to teach recreation skills. Twenty-nine videotapes were used to teach recreational skills, and 12 videotapes were used to teach job skills. Results indicate that appropriate recreational skills can be acquired by youth with disabilities through video modeling and peer tutoring, and that videotaped job instructions are effective as a means of teaching job skills to adolescents with disabilitites.

AUTHOR Elder L; Reihl D;
TITLE **Camping vacations for the whole family.**
SOURCE *Journal of Visual Impairment and Blindness* 1988 Dec;82(10):430-1;

ABSTRACT This article describes a structured training program in outdoor camping for families having children with disabilities. Ideas for participation of all family members are given as well as suggestions for special adaptations for nature crafts and other outdoor activities. Parents are urged to contact the park or camp office when planning the trip to assure both physical and program accessibility.

AUTHOR Falvey MA;
BOOK ***Community-based curriculum—Instructional strategies for students with severe handicaps.***
SOURCE Paul H. Brookes: Baltimore, MD,1985:256.

ABSTRACT Description of educational practices for teaching functional, age-appropriate skills in an integrated setting: assessment strategies, instructional strategies, and skills such as domestic, community, recreational/leisure, vocational, motor, communication, and functional academic skills. The chapter on recreation discusses the rationale, description, and strategies for developing age-appropriate leisure activities for persons with severe disabilities.

AUTHOR Ford A; Brown L; Pumpian I; et al.;
TITLE **Strategies of developing individualized recreational/leisure programs for severely handicapped students.**
BOOK ***Public school integration of the severely handicapped: Rational issues and progressive alternatives.***
EDITOR Certo N; Haring N; York R;
SOURCE Paul H. Brookes: Baltimore MD, 1984.

ABSTRACT Recreation and leisure needs, critical areas in the lives of people with severe disabilities, are often ignored in educational programming. The chapters outline strategies to be used to formulate an individualized recreation/leisure component for the school curriculum.

TITLE **IMPACT. Feature issue on integrated outdoor education/adventure.**
SOURCE Institute on Community Integration 1991 Dec;4(4):19.

ABSTRACT This issue of Impact features the topic of integrated outdoor education/adventure. Articles include: Benefits of integrated outdoor programs; Integrated camping: After two solid weeks; Camp integration: Overcoming barriers; How to integrate successfully, as well as photo essays, profiles of four programs, administrative considerations, and resources. (Available from the Institute on Community Integration, 6 Pattee Hall, 150 Pillsbury Dr. S.E., Minneapolis, MN 55455, 612/624-4848.)

AUTHOR Jambor T; Gargiulo R;
TITLE **The playground. A social entity for mainstreaming.**
SOURCE *Journal of Physical Education, Recreation & Dance* 1987 Oct;58(8).

ABSTRACT A consideration of the importance of the playground as a vehicle for mainstreaming. Extensive recommendations are given for designing and developing playgrounds which integrate children with disabilities and focus on access and safety.

AUTHOR Katzen G;
TITLE **Playgrounds for everyone.**
SOURCE *Exceptional Parent* 1981 Apr;11(2):511-4;

ABSTRACT This article examines different adaptations to a playground in order to incorporate a child with a disability into the activities. The playground was designed to appeal to children with and without disabilities in order to facilitate integrated play experiences.

AUTHOR Katzen G;
TITLE **Recreational programs: Activities and organizations.**
SOURCE *Exceptional Parent* 1981 Apr;11(2):S4-S8.

ABSTRACT This article gives a brief overview of several different recreation options for persons with disabilities. It provides the addresses of 21 different organizations which offer recreational opportunities for persons with disabilities.

AUTHOR Kessell M; Resnick MD; Blum RW;
TITLE **Adventure, Etc.—a health promotion program for chronically ill and disabled youth.**
SOURCE *Journal of Adolescent Health Care* 1985 Nov;6(6):433-8.

ABSTRACT Small groups of adolescents, both with and without disabilities, participated in an Outward Bound Program. Participants with a disability showed a significant shift toward an internal locus of control. Parents of adolescents with disabilities noted increased responsibility, greater self-confidence, increased assertiveness, less family conflict, and an increase in the adolescents' recreational pursuits.

AUTHOR Lais G;
TITLE **Toward fullest participation-Suggested leadership techniques for integrated adventure programming.**
SOURCE *Bradford Woods Papers Annual* 1987;2:55-64.

ABSTRACT This paper offers a framework for the development and implementation of challenging recreational programs with integrated participation encompassing a variety of physical, cognitive, and emotional needs. The model is based on Wilderness Inquiry II, a national, non-profit program based in Minneapolis, Minnesota. Techniques are suggested for: establishing group social rules/norms, facilitating realistic self-assessment of performance, enhancing participation, and satisfying common goals and needs.

AUTHOR Leonard EI; Pitzer NL;
TITLE **Special problems of handicapped skiers: An overview.**
SOURCE *Physical and Sports Medicine* 1988 Mar;16(3):77-82.

ABSTRACT This article briefly presents information on adapted equipment for downhill skiing. It also discusses the special needs and precautions for persons with different types of disabilities.

AUTHOR Levin J; Enselein K;
TITLE **Fun for everyone. A guide to adapted leisure activities for children with disabilities.**
SOURCE able Net Inc., 1081-10th Ave. S.E., Minneapolis, MN 55414;1991:69.

ABSTRACT A reference book for parents and professionals on adapting leisure activities for children with disabilities. It includes stories, ideas and resource lists, as well as commercial sources of toys and equipment for children with disabilities. Appendices include a leisure activity survey listing games and activity preferences for varying age groups. (Cost is $20.00. To order, call 1-800-322-0956.)

AUTHOR Maddy BJ;
TITLE **Close encounters: Promoting social independence in adolescents with physical disabilities.**
SOURCE *Therapeutic Recreation Journal* 1988;(4th Quarter):49-55.

ABSTRACT Close Encounters is a summer residential program designed to address the needs of adolescents with physical disabilities. Through the use of structural didactic activities, adolescents have the opportunity to develop supportive friendships, improve social skills, increase independence, improve self-understanding and understanding of others, and become aware of community resources.

AUTHOR McAvoy LH; Schatz EC; Stutz ME;
TITLE **Integrated wilderness adventure: Effects on personal and lifestyle traits of persons with and without disabilities.**
SOURCE *Therapeutic Recreation Journal* 1989;(3rd Quarter):50-63.

ABSTRACT This study measured the effects of participation in a wilderness adventure program on personal and lifestyle traits of persons with and without disabilities. Results indicated that participation lead to positive attitude and lifestyle changes for both groups. Positive changes were noted in the area of attitudes towards persons with disabilities, interpersonal relationships, confidence levels, risk-taking, goal-setting abilities, tolerance of stress, and self-concept.

AUTHOR Nietupski J; Hamre-Nietupski S; Ayres B;
TITLE **Review of task analytic leisure skill training efforts: Practitioner implications and future research needs.**
SOURCE *The Journal of the Association for Persons with Severe Handicaps (JASH)* 1984;9(2):88-97.

ABSTRACT This article discusses recreation and leisure training programs which have been used with moderately and severely handicapped individuals. Future research needs in this domain are suggested and the importance of instruction in this area is stressed.

AUTHOR PACER Center, Inc.;
TITLE **Networking news: Transition link.**
SOURCE PACER Center, Inc., 4826 Chicago Ave. So., Minneapolis, MN 55417-1055;1991 Jun;2(2):8.

ABSTRACT This newsletter presents a variety of different recreational opportunities. It includes information on programs offering vacation opportunities to persons with disabilities. Some of these programs are integrated; others are not. The issue also offers information on an aerobics tape and a riding program for persons with disabilities.

AUTHOR Pomeroy J;
TITLE **Community recreation for persons with disabilities.**
SOURCE *Annual Review of Rehabilitation* 1983;3(Annual):268–91.

ABSTRACT An overview of the value of recreation and leisure-time activities in the normalization, integration, and rehabilitation of persons with disabilities. Architectural and transportation barriers are reviewed as well as restrictive attitudes of service providers and the public toward individuals with disabilities. Issues of funding, training, and research are addressed.

AUTHOR Ray T;
TITLE **SCOLA leisure activity guide.**
SOURCE ARC Ramsey County, 425 Etna St., Ste. 35, St. Paul, MN; 612/778-1414;1991:1–56.

ABSTRACT Presents a rationale for community and school leisure integration and also sets forth "6 Action Steps for Inclusion," a detailed process for systematically getting transition-age youth with developmental disabilities involved in integrated leisure environments.

AUTHOR Ray T; Burke R;
TITLE **Leisure transition.**
SOURCE *IMPACT* 1990 Fall;3(3):7.

ABSTRACT A brief article on SCOLA (School + Community = Opportunities for Leisure Activities), a program which addresses the importance of social and recreational opportunities for transition age adolescents with disabilities. (Available from the Institute on Community Integration, 6 Pattee Hall, 150 Pillsbury Dr. S.E., Minneapolis, MN 55455; 612/624-4848.

AUTHOR Realon RE; Favell JE; Dayvault KA;
TITLE **Evaluating the use of adapted leisure materials on the engagement of persons who are profoundly multiply handicapped.**
SOURCE *Education and Training in Mental Retardation* 1988 Sep;23(3):228-37.

ABSTRACT This study examined the use of switches to activate toys as a leisure activity for persons with severe multiple handicaps. Five of the subjects required specific training in the use of the switch. Five others did not need the training intervention; their response rates increased to the operation of the toy.

AUTHOR Rynders JE; Schleien SJ;
TITLE **Together successfully: Creating recreational programs that integrate people with and without disabilities.**
SOURCE ARC, US, National Office of 4-H and Youth Development and the University of Minnesota; 1991:120.

ABSTRACT A manual that contains step-by-step instructions for creating activities that will facilitate successful integrated recreation or education programs. Topics include ways to encourage positive peer interactions, common mistakes and problems to be avoided. The book contains personal stories of individuals and profiles of successful programs. A list of resources is included. Cost is $12.50. Available from: Association for Retarded Citizens of the United States, Publications Dept., P.O. Box 1047, Arlington, TX 76004.

AUTHOR Schleien SJ; Heyne LA; Rynders JE; et al.;
TITLE **Equity and excellence. Serving all children in community recreation.**
SOURCE *Journal of Physical Education, Recreation & Dance* 1990 Oct;61(8):45–8.

ABSTRACT A discussion of the obstacles and strategies in providing successful recreation participation by youth with disabilities. Two model programs which feature equity and excellence in leisure services are described.

AUTHOR Schleien SJ; Ray MT;
BOOK ***Community recreation and persons with disabilities.***
SOURCE Paul H. Brookes: Baltimore MD;1988:288.

ABSTRACT This comprehensive practical guide focuses on a systems change approach for an integrated system of recreational/leisure programs. It contains a plan for creating opportunities and applying behavior analysis to problems in working with some individuals. Six exemplary programs are listed, and an annotated bibliography is provided.

AUTHOR Sherrill C; McBride HJ;
TITLE **An arts infusion intervention model for children with severe handicaps.**
SOURCE *Mental Retardation* 1984 Dec;22(6):316-20.

ABSTRACT This article presents information about a 5-month field test of an arts infusion project conducted by the National Committee Arts for the Handicapped (NCAH). Participants in the project believed that students with severe handicaps did make gains during the program, but that the evaluation instruments were not sensitive enough to pick up the changes. The arts were used as a medium for meeting IEP goals.

AUTHOR Vandercook T.
TITLE **Leisure instruction outcomes—Criterion performance, positive interactions, and acceptance by typical high school peers.**
SOURCE *Journal of Special Education* 1991 fall;25(3):320–39.

ABSTRACT A special education teacher and assistants provided instruction to five students with severe disabilities on how to bowl and play pinball. The study investigated the degree to which leisure skills taught would generalize when students had the opportunity to do those same activities with peers. Results showed that the more the skill was demonstrated with a teacher, the more it was done with a peer when given a chance, and with the same degree of competency.

AUTHOR Wahl CD;
TITLE **Serena's song: One man's dream for special needs children may soon take flight.**
SOURCE *Balloon life* 1990 Nov;30:32.

ABSTRACT This article describes the development of an FAA approved, wheelchair accessible balloon basket. A non-profit corporation, Special-Ballooning Adventures, Inc., has been established to manage the balloon program. The balloon has a 60 foot wheelchair accessible symbol and will be used to promote the adoption of special needs children.

AUTHOR Wehman P; Schleien S;
BOOK ***Leisure Programs for Handicapped Persons: Adaptations, techniques and curriculum.***
SOURCE Pro-Ed:Austin TX,1981 .

ABSTRACT This book provides information necessary to develop individualized instructional programs for adults and children. It includes databased case studies which demonstrate the validity of selected skills. The 10 chapters discuss normalization, leisure skills assessment, instruction, adapting leisure skills, curriculum design and format, hobbies, sports, games, object manipulation and program implementation.

AUTHOR	Wehman P; Schleien S; Kiernan J;
TITLE	**Age-appropriate recreation programs for severely handicapped youth and adults.**
SOURCE	*Journal of the Association for the Severely Handicapped (JASH)* 1980;5(4); 395–407.
ABSTRACT	A presentation of programmatic and instructional adaptation techniques to assist in developing appropriate recreation programs for adolescents and young adults with severe developmental and other handicaps. Adaptations in the areas of material, procedural/rule, skill sequence, and community facilities are presented as well as a case study. The effects of deinstitutionalization are discussed.

AUTHOR	Wilcox B; Bellamy GT;
TITLE	**The activities catalog: An alternative curriculum for youth and adults with severe disabilities;** and, **A comprehensive guide to the activities catalog.**
SOURCE	Paul H. Brookes: Baltimore, MD;1987:96.
ABSTRACT	The Activities Catalog provides curricula and activities in the areas of leisure, vocational skills acquisition, and activities of daily living for individuals with developmental disabilities based on a realistic step-by-step approach. The accompanying guide addresses the areas of assessment, intervention, and evaluation methods. Cost for The Activities Catalog is $27.00 for a package of three. Cost for the guide is $29.95 and a sample catalog is included.

B. MENTAL RETARDATION/DEVELOPMENTAL DISABILITIES

TITLE	**Investigating the impact of a program model for increasing the social, communication, and community living skills of moderately mentally handicapped youth in transition.**
PUBLISHER	ERIC;1987:147.
ABSTRACT	The final report of a program using community recreational/arts groups to assist adolescents with moderate mental retardation in successfully making the transition from school to mainstream society. The program model is described in depth and extensive appendices are included. (Available through EDRS, ED# 293 277. To order, call 1-800-443-3742.)

AUTHOR | Anderson SC; Allen LR;
TITLE | **Effects of a recreation therapy program on activity involvement and social interaction of mentally-retarded persons.**
SOURCE | *Behaviour Research and Therapy* 1985;23(4):473–7.

ABSTRACT | This study looked at using a recreation therapy program based on Avedon's classification system of interaction patterns to increase activity involvement and social interaction in persons with mental retardation who were institutionalized. The authors found no effect, however, they questioned whether 10 weeks (40 hours total) was sufficient given the level of retardation and length of institutionalization experienced by the subjects.

AUTHOR | Cafiero JM;
TITLE | **Young adults with autism make music.**
SOURCE | *Teaching Exceptional Children* 1989 Sum;21(3):40–3.

ABSTRACT | Young adults with autism are limited by their disabilities in self-awareness, relating to others, and attending to details. This article describes an individual program that utilized a handbell choir for young adults with autism. Handbell ringing provided the opportunity to express musical skills and build a sense of community. Additional benefits are listed.

AUTHOR | Cheseldine SE; Jeffree DM;
TITLE | **Mentally handicapped adolescents: Their use of leisure.**
SOURCE | *Journal of Mental Deficiency Research* 1981 Mar;25(1):49–58.

ABSTRACT | A survey of 214 families in Manchester, England on the use of leisure-time activities by adolescents with severe mental disabilities. The study found a low level use of the facilities; adolescents in the study were primarily involved in solitary-passive activities. The study cites ignorance of existing amenities and activities, lack of skills for participation, lack of friends, and parent-imposed restrictions as reasons for lack of participation in leisure time activities.

AUTHOR | Conlee K;
TITLE | **Social events: Setting them up and making them work.**
SOURCE | *Exceptional Parent* 1985 Apr;15(2):10–3.

ABSTRACT | This article presents information on how to set up monthly social activities for persons (age 16 and older) with developmental disabilities. Issues described include insurance, staffing, facilities, and finances.

AUTHOR Crain C; Eisenhart M; McLaughlin J;
TITLE **The application of a multiple measurement appraoch to investigate the effects of a dance program on educable mentally retarded adolescents.**
SOURCE *Research Quarterly for Exercise and Sport* 1984 Sep;55(3):231–6.

ABSTRACT This article reports on the use of different measurements to determine the physical and social effects of a structured dance program. The dance program consisted of 30 activity sessions over a period of 10 weeks and covered 5 units. Eleven of the students showed improvement in social and/or physical skills. Information is given concerning the measurement tools and their analysis.

AUTHOR Donder D; Nietupski J;
TITLE **Nonhandicapped adolescents teaching playground skills to their mentally retarded peers: Toward a less restrictive middle school environment.**
SOURCE *Education and Training of the Mentally Retarded* 1983 Dec;18(4):270–5.

ABSTRACT Students without disabilities served as playground tutors for three of their peers with mild and moderate mental retardation. The volunteers without disabilities taught age-appropriate recreation skills to facilitate improvement in playground behavior. Results indicated a substantial percentage improvement in both appropriate playground behavior and the amount of contact between the students. Follow-up probes indicated maintenance of positive behavioral advances which, although they declined, continued to be considerably higher than during the initial baseline.

AUTHOR Fredericks B;
TITLE **Tim becomes an Eagle Scout.**
SOURCE *Exceptional Parent* 1987 Mar;17(2):22–7.

ABSTRACT An article about an adolescent with Down syndrome and his Eagle Scout project. The article addresses the issue of integrating adolescents with disabilities into mainstream activities and youth groups.

AUTHOR Frith GH; Mitchell JW; Roswal G;
TITLE **Recreation for mildly retarded students: An important component of individualized education plans.**
SOURCE *Education and Training of the Mentally Retarded* 1980 Oct;15(3):199–203.

ABSTRACT The authors advocate for the inclusion of recreational activities for mentally retarded persons in the Individual Education Plan (IEP). Principles of normalization, age appropriate activities, and "high risk" are cited from the literature reviewed. Instructional concepts for the inclusion of recreational activities into I.E.P.'s are provided.

AUTHOR Giangreco MF;
TITLE **Teaching basic photography skills to a severely handicapped young adult using simulated materials.**
SOURCE *The Journal of the Association for Persons with Severe Handicaps (JASH)* 1983 Spr;8(1):43–9.

ABSTRACT A case study reporting the process of teaching photography to a 20-year-old male with severe mental retardation. Training included simulation, a least-to-most intrusive prompting hierarchy, and reinforcement strategies. Assessment procedures and instructional techniques are discussed as well as potential generalization effects and the implications of teaching young adults with severe mental retardation.

AUTHOR Green K; Varnum-Teeter K; Twedt B; et al.;
TITLE **Self-initiated and sustained leisure activity participation by students with moderate/severe handicaps.**
SOURCE *Education and Training of the Mentally Retarded* 1986 Dec;21(4):259–64.

ABSTRACT This study involved a structured intervention to teach self-initiated and sustained recreation/leisure skills to students with moderate to severe mental retardation. The study involved several phases. All three students maintained their gains when tested 1 week to 4 months after the end of the intervention.

AUTHOR Hill JW; Wehman P; Horst G;
TITLE **Toward generalization of appropriate leisure and social behavior in severely handicapped youth: Pinball machine use.**
SOURCE *The Journal of the Association for Persons with Severe Handicaps (JASH)* 1982 Win;6(4):38–44.

ABSTRACT This study demonstrated that persons with severe and profound mental retardation can be taught how to use a pinball machine and exhibit appropriate social behavior. The instructional strategies used to teach the skill include verbal instructions, modeling, physical guidance, and social reinforcement. The authors suggest that the family plays an important role in the generalization and maintenance of leisure/recreation skills acquired by persons who have disabilities.

AUTHOR Huff G; Tyler V;
BOOK ***Free time fun.***
SOURCE Ednick Communications, Inc., P.O. Box 3612, Portland, OR 97208, (503)246-4601.

ABSTRACT This book describes low-cost leisure activities for people with developmental disabilities. Areas covered include social skills preparation, transportation, and appropriate behavior for dating.

AUTHOR Jeffree DM; Cheseldine SE;
TITLE **Programmed leisure intervention and the interaction patterns of severely mentally retarded adolescents: A pilot study.**
SOURCE *American Journal of Mental Deficiciency* 1984 May;88(6):619–24.

ABSTRACT A pilot study of 10 adolescents with severe mental retardation to determine whether teaching specific leisure skills would increase peer interaction and lead to a higher level of activity. Results indicate that careful analysis and programmed teaching of activities can increase peer interaction and lead to a wider range of activities. These skills also generalized to other classroom behaviors.

AUTHOR Keogh DA; Faw GD; Whitman TL; et al.;
TITLE **Enhancing leisure skills in severly retarded adolescents through a self-instructional treatment package.**
SOURCE *Analysis and Intervention in Developmental Disabilities* 1984 ;4(4):333–51.

ABSTRACT This article examines a method of teaching game playing skills to two adolescents with severe mental retardation. The subjects were required to verbalize the game rules, perform the game steps, take turns and keep score. The subjects were taught to play with each other. Additional intervention and social support was needed to maintain and generalize the skill.

AUTHOR Lagomarcino A; Reid DH; Ivancic MT; et al.;
TITLE **Leisure-dance instruction for severely and profoundly retarded persons: Teaching an intermediate community-living skill.**
SOURCE *Journal of Applied Behavior Analysis* 1984 Spr;17(1):71-84.

ABSTRACT This article extensively describes a method for teaching leisure dancing to adolescents with severe and profound retardation. While only one of the subjects was able to maintain the skills independently, several of the others could do so with supervision. The authors believe their program was a successful method for achieving partial participation by the subjects.

AUTHOR Nietupski J; Hamre-Nietupski S; Green K; et al.;
TITLE **Self-initiated and sustained leisure activity participation by students with moderate/severe handicaps.**
SOURCE *Education and Training of the Mentally Retarded* 1986 Dec;21:259–64.

ABSTRACT A study of three adolescents with moderate to severe disabilities to evaluate the use of choice training procedures on self-initiated and sustained recreation/leisure activities. Findings demonstrated the effectiveness of the choice training method on leisure activities in this population; recommendations for future research are made.

AUTHOR Powers J; Ball TS;
TITLE **Video games to augment leisure programming in a state hospital residence for developmentally disabled clients.**
SOURCE *Journal of Special Education Technology* 1983 Win;6(1):48–57.

ABSTRACT A presentation of three case studies that demonstrate the use of video games with persons with severe developmental disabilities. It is theorized that video games may provide an age-appropriate medium to enable individuals with severe developmental disabilities to manipulate their environment; receive immediate auditory and visual feedback; provide an opportunity for cooperation, competition, social interaction, and cognitive and sensori-motor development; increase attention span; and decrease inappropriate and stereotypic behaviors. The importance of leisure activities in "normalization" is discussed. Suggestions are made for adaptive devices.

BOOK ***The young person with Down syndrome—Transition from adolescence to adulthood.***
EDITOR Pueschel SM;
SOURCE Paul H. Brookes: Baltimore;1988:256.

ABSTRACT Discussion of critical issues surrounding transition to adult life, including: independent living, sex and marriage, self-awareness and esteem, employment, recreation, social integration. This book describes innovative programs and practical strategies to address the transition process.

AUTHOR Putnam JW; Pueschel SM; Holman JG;
TITLE **Community activities of youth and adults with Down syndrome.**
SOURCE *The British Journal of Mental Subnormality* 1988 Jan;34(66), Part 1: 147–53.

ABSTRACT A survey of 71 adolescents and young adults with Down syndrome to assess their degree of community participation, vocational activities, and social/leisure activities. Results show this population to be primarily involved in sheltered workshops with leisure/social activities being primarily passive and solitary. The major reasons cited for lack of involvement in community activities were lack of companions to accompany the individual, lack of leisure activity, skill, and lack of leisure activities. Findings are discussed and recommendations are made.

AUTHOR Realon RE; Favell JE; Phillips JF;
TITLE **Adapted leisure materials vs. standard leisure materials: Evaluating several aspects of programming for persons who are profoundly handicapped.**
SOURCE *Education and Training of the Mentally Retarded* 1989 Jun;24(2):168–77.

ABSTRACT A study to evaluate the effects of adapted leisure materials using aspects of electrical switch programming vs. standard leisure materials on client engagement, aberrant behaviors, staff interaction, and client smiles in eight persons with profound mental retardation and multiple handicaps. Results were inconclusive across measures, showing instead very individual differences when either set of materials were presented. Issues concerning adapted leisure materials are discussed and suggestions are made for future research.

AUTHOR Reiter S; Levi AM;
TITLE **Leisure activities of mentally retarded adults.**
SOURCE *American Journal of Mental Deficiency* 1981 Sep;86(2):201–3;

ABSTRACT Results indicate that retarded adults went out in the evenings and engaged in social visiting significantly less than the general population. Results show that even retarded adults who grow up in the community need help to promote successful social integration.

AUTHOR Rynders JE; Schleien SJ;
TITLE **Recreation: A promising vehicle for promoting the community integration of young adults with Down syndrome.**
BOOK ***Down syndrome. A Research Handbook.***
EDITOR Tingey C;
SOURCE College-Hill Press: Boston;1988:181–90.

ABSTRACT This chapter provides a step-by-step planning approach for conducting a successful integrated community recreation program. Task Analysis is combined with structured cooperative learning to provide a basis for the planning approach.

AUTHOR Salzberg CL; Langford CA;
TITLE **Community integration of mentally retarded adults through leisure activity.**
SOURCE *Mental Retardation* 1981 Jun;19(3):127–31.

ABSTRACT The deinstitutionalization movement stimulates considerable interest among service providers and policymakers in reference to the notion of normalization. This principle is based on integration of individuals who have mental illness or mental retardation into the general community. Establishing a residence is not sufficient for adequate normalization to occur. Leisure programming as a tool for facilitating integration is proposed.

AUTHOR Schleien SJ; Certo NJ; Muccino A;
TITLE **Acquisition of leisure skills by a severely handicapped adolescent: A databased instructional program.**
SOURCE *Education and Training of the Mentally Retarded* 1984 Dec;19(4):297–305.

ABSTRACT This study utilizes an ecological inventory to determine the appropriate tasks necessary to teach a student to complete a bowling sequence, buy a soft drink and use a vending machine. The sequences were task analyzed and then systematically taught to the student. The student was able to generalize some of the instructions to other materials and other settings.

AUTHOR Schleien SJ; Larson A;
TITLE **Adult leisure education for the independent use of a community recreation center.**
OURCE *The Journal of the Association for Persons with Severe Handicaps (JASH)* 1986 Spr;11(1):39–44.

ABSTRACT This study was designed to incorporate and evaluate a leisure education training program. Complete and functional competence within a nearby community recreation center was taught to two males with severe mental retardation. Comparisons were made to center participants without disabilities. A multiple baseline design across three recreational activities was used in the assessment. Results demonstrated that persons with severe mental retardation can acquire age-appropriate recreational skills, access a recreation center, and interact with staff to make personal preferences known.

AUTHOR Schloss PJ; Smith MA; Kiehl W;
TITLE **Rec club: A community-centered approach to recreational development for adults with mild to moderate retardation.**
SOURCE *Education and Training of the Mentally Retarded* 1986 Dec;21(4):282-288.

ABSTRACT This article describes the Rec Club program, a community-centered recreation program located in Centre County, Pennsylvania.

AUTHOR Sedlak RA; Doyle M; Schloss P;
TITLE **Video games: A training and generalization demonstration with severely retarded adolescents.**
SOURCE *Education and Training of the Mentally Retarded* 1982 Dec;17(4):332–6.

ABSTRACT A study examining the extent to which three adolescents with severe mental retardation could learn to play a video game for leisure purposes in a simulated setting, and whether the skill could be generalized to the community setting with a commercial video game. The study found that the video could be taught to these adolescents, and with minimal retraining, the skill could be generalized to a community setting.

AUTHOR Simpson HM; Meaney C;
TITLE **Effects of learning to ski on the self-concept of mentally retarded children.**
SOURCE *American Journal of Mental Deficiency* 1979 Jul;84(1):25-9.

ABSTRACT Fourteen students were assigned to a group that received a five-week course of ski instruction; six students received no ski instruction. Pre- and post-test self-concept tests were given to both groups with significant increases in self-concept scores being found in the experimental groups.

AUTHOR Walker P;
TITLE **Supporting children in integrated recreation.**
SOURCE *The Association of Persons with Severe Handicaps (TASH)* Newsletter 1988 Jan;14(1):4–5.

ABSTRACT Funds by the New York State Office of Mental Retardation and Developmental Disabilities and the Children's Resource Network are provided to Transitional Living Services to provide attendants for children and youth attending integrated recreational settings. Two such settings are described.

AUTHOR Wilhite B; Reilly LJ; Teaff JD;
TITLE **Recreation and leisure services and residential alternatives for persons with developmental disabilities.**
SOURCE *Education and Training of the Mentally Retarded* 1989 Dec;24(4):333–40.

ABSTRACT This study, conducted in Illinois, investigated the provision of recreation and leisure services to persons with developmental disabilities residing in community residential alternatives (CRAs). Results revealed these services to be a part of the everyday lives of residents, with CRA staff and residents providing the services. However, funding was limited and the respondents perceived a need for improvement and expansion of recreation/leisure services.

C. *CHRONIC ILLNESSES*

Cancer

AUTHOR Boren HA; Meel H;
TITLE **Adolescent amputee ski rehabilitation program.**
SOURCE *Journal of the Association of Pediatric Oncology Nurses* 1985 Win;2(1):16–22.

ABSTRACT A review of a ski rehabilitation program for adolescents with cancer who have undergone limb amputation. The transition from adolescence to adulthood and implications of limb amputation on this process are discussed. Goals of the program are to enhance body image, improve motivation, and facilitate adolescent development.

AUTHOR Pearson J;
TITLE **A wilderness program for adolescents with cancer.**
SOURCE *Journal of the Association of Pediatric Oncology Nurses* 1989;6(2):24–5.

ABSTRACT This article describes a wilderness program developed for adolescents with cancer. The program provides individualized outdoor experiences that seek to empower adolescents with cancer through increasing self-confidence, providing more internal control in their lives, and providing tools and skills to help them move on with their lives.

Cerebral Palsy

AUTHOR Jones JA;
BOOK ***Training guide to cerebral palsy sports.***
SOURCE Human Kinetics: Champaign, IL;1988:256.

ABSTRACT This revised edition gives coaches, trainers, and physical therapists practical advice on strategies, weight training, nutrition, flexibility, and wheelchair selection as well as tips for coaching over a dozen sports including soccer, archery, skiing, bowling, and track and field. Also included are reference materials, examples, and directories of organizations and personnel focused specifically on cerebral palsy.

AUTHOR Peganoff SA;
TITLE **The use of aquatics with cerebral palsied adolescents.**
SOURCE *American Journal of Occupational Therapy* 1984 Jul;38(7):469–73.

ABSTRACT This article describes a treatment technique using adapted aquatics with a 14 year old female with cerebral palsy. The use of a functional activity combined with a leisure activity was requested by the client. The patient made gains in several areas including improved self-image. Swimming was also pursued as a recreational activity by the girl.

AUTHOR Sherrill C; Rainbolt W;
TITLE **Self-actualization profiles of male able-bodied and elite cerebral palsied athletes.**
SOURCE *Adapted Physical Activity Quarterly* 1988 Apr;5(2):108–19.

ABSTRACT A study comparing the self-actualization profiles of 30 athletes with cerebral palsy and 265 college-age athletes without disabilities. Results showed similar scores between the groups with common strengths appearing to be self-regard and spontaneity. The findings are discussed in relation to sport psychology and counseling.

AUTHOR United Cerebral Palsy Association, Inc.;
BOOK ***Programming for adolescents with cerebral palsy and related disabilities.***
SOURCE United Cerebral Palsy Association, Inc., 66 East 34th Street, New York, NY, 10016;1983.

ABSTRACT This publication contains the foundation papers from a national conference augmented by discussions arising at the conference and additional references. There are practical suggestions for meeting needs related to family life skills, communication, health care, therapeutic interventions, psychosocial adjustment, special education, sexuality development, and recreation. Much of this is applicable to programming for youth with any type of major disabling condition.

Cystic Fibrosis

AUTHOR Blomquist M; Freyschuss U; Wiman LG; et al.;
TITLE **Physical activity and self treatment in cystic fibrosis.**
SOURCE *Archives of Disease in Childhood* 1986 Apr;61(4):362–7.

ABSTRACT A study of 14 adolescents with cystic fibrosis to evaluate whether a method of self-treatment, which included increased physical activity, was comparable in efficiency with conventional chest physiotherapy. Results indicate self-treatment combined with physical activity is as efficient as conventional physiotherapy.

AUTHOR Edlund LD; French RW; Herbst JJ; et al.;
TITLE **Effects of a swimming program on children with cystic fibrosis.**
SOURCE *American Journal of Diseases of Children* 1986 Jan;140(1):80–3.

ABSTRACT Study of patients noting clinical and physiologic benefits.

AUTHOR Marcotte JE; Grisdale RK; Levison H; et al.;
TITLE **Multiple factors limit exercise capacity in cystic fibrosis.**
SOURCE *Pediatric Pulmonology* 1986 Sep/Oct;2(5):274–81.

ABSTRACT A study of 50 patients with cystic fibrosis to determine whether hemodynamic factors limit exercise capacity in individuals with cystic fibrosis. Results indicate variable degrees of exercise intolerance which correlated with pulmonary factors, nutritional status, and resting hypoxemia. Cardiac function did not appear to influence exercise capacity.

AUTHOR Stanghelle JK;
TITLE Physical exercise for patients with cystic fibrosis.
SOURCE *International Journal of Sports Medicine* 1988 (Feb);9(Suppl. 1):6–18.

ABSTRACT A review of the literature and research being conducted on the effects of physical exercise for persons with cystic fibrosis. The benefits of exercise for this population are discussed and recommendations are made based on current research. An extensive reference section is included.

AUTHOR Stanghelle JK; Michalsen H; Skyberg D;
TITLE Five-year follow-up of pulmonary function and peak oxygen uptake in 16-year-old boys with cystic fibrosis with regard to the influence of regular physical exercise.
SOURCE *International Journal of Sports Medicine* 1988 (Feb);9(Suppl. 1):19–24.

ABSTRACT A longitudinal study of eight adolescent boys with cystic fibrosis to examine the effects of regular physical exercise on the development of lung function and peak oxygen uptake (VO_2) and to compare these results with the development seen in healthy adolescent boys. Findings indicate that regular physical exercise has beneficial long-term effects on pulmonary function, physical fitness and Shwachman score (a measure of severity of disease) in adolescent boys with cystic fibrosis.

Diabetes

AUTHOR Farquhar JW;
TITLE **The youth diabetic (YD) project at Firbush.**
SOURCE *Diabetic Medicine* 1985 Sep;2(5):424.

ABSTRACT Description of a British self-help group for young adults (age 18–23) with diabetes. The group promotes social interaction and recreation, health education, and advocacy.

AUTHOR Hillson RM;
TITLE **Diabetes outward bound mountain course, Eskdale, Cumbria.**
SOURCE *Diabetic Medicine* 1984 May;1(1):59–63.

ABSTRACT This article describes an Outward Bound course for adolescents with diabetes. Adaptations to accommodate the students' diabetes are discussed. The necessity of adjusting diet and insulin to prevent hypoglycemia during the course activities is presented.

AUTHOR Jung K;
TITLE **Physical exercise therapy in juvenile diabetes mellitus.**
SOURCE *Journal of Sports Medicine* 1982 Mar;22(1):23–31.

ABSTRACT The author presents the use of prescribed exercise as a means of treatment for youth with diabetes. Certain types of sports are described as appropriate for a person with diabetes. Improved cardiovascular function and stabilization of metabolism were benefits generated by a year-long sports program.

AUTHOR Rowland TW; Swadba LA; Biggs DE; et al.;
TITLE **Glycemic control with physical training in insulin-dependent diabetes mellitus.**
SOURCE *American Journal of Diseases of Children (AJDC)* 1985 Mar;139(3):307–10.

ABSTRACT Patients with diabetes mellitus were enrolled in a 12-week aerobic exercise program. While the authors found no differences pre- and post-exercise program in glycemic control, other benefits were noted such as improved cardiovascular function and improved self-esteem.

Epilepsy

AUTHOR Bjorholt PG; Nakken KO; Rohme K; et al.;
TITLE **Leisure time habits and physical fitness in adults with epilepsy.**
SOURCE *Epilepsia* 1990 Jan;31(1):83–7.
ABSTRACT This study examined the physical fitness of 44 people with uncontrolled epilepsy. They were found to be only half as active physically as the general population. The authors found that though the subjects lived near excellent facilities offering a more active lifestyle, the subjects chose passive, sedentary activities. There was a greater decrease in aerobic capacity with age of the subjects.

Heart Disease

AUTHOR Beekman RH;
TITLE **Exercise recommendations for adolescents after surgery for congenital heart disease.**
SOURCE *Pediatrician* 1986 Mar;13(4):210–19.

ABSTRACT An overview of the considerations involved when making recommendations regarding exercise, sports, and activity for adolescents after surgical repair of congenital heart disease. Normal cardiovascular response to exercise is reviewed and recommendations are made.

AUTHOR Freed MD;
TITLE **Recreational and sports recommendations for the child with heart disease.**
SOURCE *Pediatric Clinics of North America* 1984 Dec;31(6):1307–20.

ABSTRACT Review of cardiovascular adaptation to exercise and exercise prescription for various levels of disease.

AUTHOR Longmuir PE; Tremblay MS; Goode RC;
TITLE **Postoperative exercise training develops normal levels of physical activity in a group of children following cardiac surgery.**
SOURCE *Pediatric Cardiology* 1990 Jul;11(3):126–30.

ABSTRACT A five-year study of 40 children with various heart defects to determine the impact of a postoperative home exercise program on physical exercise capacity. Results showed significant long-term benefits from a simple home exercise program early in the postoperative period.

D. Hearing and Visual Impairments

AUTHOR Austin BA;
TITLE **Motivations for television viewing among deaf and hearing students.**
SOURCE *American Annals of the Deaf* 1984 Feb;129(1):17–22.

ABSTRACT This study found 7 motives for television viewing among entering college freshman: specific program content, learning and information, arousal/excitement, companionship, relaxation, passing time/habit, and escaping/forgetting. Students with hearing impairments were significantly more likely than students without hearing impairments to watch television for learning and information, arousal and excitement and companionship. Students with hearing impairments also reported greater attachment to television. These results may begin to explain why individuals with hearing impairments watch more television than the general population.

AUTHOR Bina MJ;
TITLE **Orienteering: Activities leading to skills development.**
SOURCE *Journal of Visual Impairment and Blindness* 1986 May;80(5):735–9.

ABSTRACT This article presents methods for teaching individuals with visual impairments the component skills needed for orienteering. Orienteering is broken down into five concepts and skill components: time, distance, direction, map-reading physical concepts and skills.

AUTHOR Gleser JM;Brown P;
TITLE **Modified judo for visually handicapped people.**
SOURCE *Journal of Visual Impairment and Blindness* 1986 May;80(5):749–50.

ABSTRACT This article presents a brief description of modified judo. While many benefits are attributed to the program, there is no data presented to substantiate the claims. A list of adaptations is presented.

AUTHOR Hamre-Nietupski S; Nietupski J; Sandvig MB; et al.;
TITLE **Leisure skills instruction in a community residential setting with young adults who are deaf/blind severely handicapped.**
SOURCE *The Journal of the Association for Persons with Severe Handicaps (JASH)* 1984;9(1):49–54.

ABSTRACT This article discusses considerations in selecting recreation/leisure activities for individuals who have deaf/blindness and severe disabilities. It also describes a leisure skill program conducted with two young adults who have deaf/blindness and severe mental disabilities. The results show that the use of task adaptation strategies as well as systematic instruction can result in acquisition of leisure skills.

AUTHOR Hanna RS;
TITLE **Effect of exercise on blind persons.**
SOURCE *Journal of Visual Impairment and Blindness* 1986 May;80(5):722–5.

ABSTRACT This article presents a literature review on the physical fitness status of students with visual impairments or blindness. The author also presents reviews of physical education and recreation programs. Suggestions are included on how to successfully include students with visual impairments in regular physical education classes and recreational programs.

AUTHOR Ross MA; Brunelle M; Pacione L;
TITLE **Recreation outreach: Mainstreaming visually impaired consumers into community programs.**
SOURCE *Journal of Visual Impairment and Blindness* 1986 May;80(5):751–3.

ABSTRACT A brief description of the work of the Westchester Lighthouse (New York Association for the Blind) in integrating persons with visual impairment and blindness into community activities; their equestrian arts program is described. A national resource list is also provided listing organizations that offer programs and activities for persons with disabilities.

AUTHOR Sherrill C; Gench B; Hinson M
TITLE Self-actualization of elite blind athletes: An exploratory study.
SOURCE *Journal of Visual Impairment and Blindness* 1990 Feb;84(2):55–60.

ABSTRACT This study examined the degree of self-actualization in 52 athletes with blindness and compared this group with test manual norms for athletes without visual impairment. Results showed statistically identical scores on the Personal Orientation Inventory between the groups with the exception of the sections on existentiality and self-acceptance in which athletes with blindness scored lower. Implications of the findings are discussed and suggestions are made for future research.

AUTHOR Sherrill C; Rainbolt W; Ervin S;
TITLE **Physical recreation of blind adults: Present practices and childhood memories.**
SOURCE *Journal of Visual Impairment and Blindness* 1984 Oct;78(8):367–8.

ABSTRACT In this study, 47% of the subjects did not know what community recreation programs were available in their community. Only 10% of the subjects of this study participated in recreation programs offered by parks and recreation departments. While the subjects expressed satisfaction with school physical education, none of the subjects reported that the schools included leisure education.

AUTHOR Stuckey K; Barkus C;
TITLE Visually-impaired scouts meet the Philmount challenge.
SOURCE *Journal of Visual Impairment and Blindness* 1986 May;80(5):750–1.

ABSTRACT A description of the process, planning, and programs experienced by the Perkins School for the Blind Scout Troop in a two-week trip to Philmount Scout Ranch and Explorer Base.

AUTHOR Tobin MJ; Hill EW;
TITLE **Visually impaired teenagers: Ambitions, attitudes, and interests.**
SOURCE *Journal of Visual Impairment and Blindness* 1988 Dec;82(10):414–6.

ABSTRACT This study reports on interviews with 99 adolescents with visual impairments focusing on their vocational aims, marriage and recreational activities. A great deal of diversity is found in the students' choices of vocation and recreational pursuits. A number of vigorous activities were mentioned by students as ways they spend time, including rock climbing, canoeing and horseback riding. Vocationally, about one-third wanted to be in the "helping" professions.

E. *CAMPING/SUMMER PROGRAMS*

General/Multiple Disabilities

TITLE **1990 annual summer program awards.**
SOURCE *Exceptional Parent* 1991 Jun;21(4):20–21.

ABSTRACT A description of two summer programs in Ensenar, Inc. (New Mexico) and SCAMP (Michigan) which offer social, recreational, and learning opportunities for children with special needs and their families. These programs received the 1990 Summer Program Award presented by Exceptional Parent Magazine.

AUTHOR American Camping Association;
TITLE **Guide to accredited camps: 1991–92.**
SOURCE American Camping Association, 5000 State Road 67 North, Martinsville, IN 46151–7902;1990:260.

ABSTRACT A guide to camps in the United States which are accredited by the American Camping Association. Camps for people with disabilities are listed in a separate section according to specific disabling conditions or general disabilities.

AUTHOR Henderson KA; Blaleschki MD;
TITLE **What's new in camping research? Abstracts. 1982 American Camping Association National Convention (New York City, NY, March 1–6, 1987)**
SOURCE ERIC;1982:1–25.

ABSTRACT A series of 12 abstracts reviewing research in the area of camping. Of note are abstract #1 which reviews camp operations and environment for a residential camp serving individuals with disabilities and abstract #9 which presents guidelines for integrating persons with mental retardation into regular day and residential camps. (Available through EDRS, ED# 213 706. To order, call 1-800-443-3742.)

AUTHOR Morris L;
TITLE **Rehab Ranch—fun therapy for kids.**
SOURCE *California Nurse* 1984 Sep;80(7):12.

ABSTRACT The article relates information about a two-week summer camp for children (8–16 years) with disabilities. It describes some of the techniques used for horseback riding and the author's personal recollections of the experience.

AUTHOR Page CJ; Pearson J;
TITLE **Creating therapeutic camp and recreation programs for children with chronic illness and disabilities.**
SOURCE *Pediatrician* 1990;17(4):297–307.

ABSTRACT The authors use descriptions of several specialized camps to illustrate their general points on program planning. Attention must be focused on resources, population needs, financing, liability issue, staff training, equipment needs, and participant selection. The impact on children's lives from these programs is discussed.

AUTHOR Rynders JE; Schleien SJ; Mustonen T;
TITLE **Integrating children with severe disabilities for intensified outdoor education: Focus on feasibility.**
SOURCE *Mental Retardation* 1990 Feb;28(1):7–14.

ABSTRACT This study evaluates changes in staff attitudes and the attitudes of campers without disabilities toward persons with severe disabilities following a two-week, integrated, residential camping program. Campers with disabilities showed increased skill acquisition. Campers without disabilities showed an increase in social interaction bids and perceptions of friendships. Staff reported positive reactions to the integrated experience.

AUTHOR Schleifer MJ;
TITLE **Choosing a summer camp.**
SOURCE *Exceptional Parent* 1987 Mar;17(2):28.

ABSTRACT An article addressing considerations in choosing a summer camp for youth with disabilities. The topics addressed are the challenge of camp; choosing a special or integrated camp; finding and evaluating camps; and attitudes, personnel, and resources.

AUTHOR Walker P; Edinger B;
TITLE **The kid from cabin 17.**
SOURCE *Camping Magazine* 1988 May;60(7):18–21.

ABSTRACT This article tells the story of Chauncey's summer camp experience and the lessons learned about the integration of children with severe disabilities. Reprints available from: The Center on Human Policy, 200 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340; 315/443-3851. (Cost is $1.60.)

Asthma

AUTHOR: Robinson LD;
TITLE: **Evaluation of an asthma summer camp program.**
SOURCE: *Chest* 1985 Jan;87(1)Suppl. 1:1055–75.

ABSTRACT: This study describes incorporating a self-management program for asthma into a camping program. The children showed an increased ability to remember to take their medication and parents perceived their child's health as better following the camp experience.

Cancer

AUTHOR: Benson PJ;
TITLE: **The relationship between self-concept and a summer camping program for children and adolescents who have cancer.**
SOURCE: *Journal of the Association of Pediatric Oncology Nurses* 1987;4(1–2):42–3.

ABSTRACT: A study of the effect of a summer camp program on self-concept in children and adolescents with cancer. Data indicated some significance in the subscales of self-image and emotional tone.

AUTHOR: Bluebond-Langner M; Perkel D; Gortzel T; et al.;
TITLE: **Children's knowledge of cancer and its treatment: Impact of an oncology camp experience.**
SOURCE: *Journal of Pediatrics* 1990;116(2):207–13.

ABSTRACT: Interviews with and observations of 50 adolescents with cancer who attended a special camp were used to analyze camp's effect on the adolescents. The study examined whether or not children talked about cancer informally, to what degree, and how would these talks affect the child's knowledge of cancer and its treatments. Findings suggest that the children did talk about cancer and they would learn more about their condition due to the discussions.

AUTHOR: Sahler OJZ; Carpenter PJ;
TITLE: **Evaluation of a camp program for siblings of children with cancer.**
SOURCE: *American Journal of Diseases of Children* 1989 Jun;143(6):690–6.

ABSTRACT: Evaluation of camp program by means of a survey of campers and their parents.

AUTHOR | Shields JM; Abrams P; Siegel S;
TITLE | **An alternative health care setting for children with cancer: A residential summer camp.**
SOURCE | *Children's Health Care* 1985 Win;13(3):135–8.

ABSTRACT | This article describes the benefits of a summer camp for children with cancer. The four basic goals of the residential camp experience were to: a) develop self-confidence and independence; b) develop new friendships; c) develop a spirit of group identity; and d) develop skills and explore interests. Feedback from parents and campers indicates this is a positive experience for both.

Diabetes

AUTHOR | Flori YA; Desjeux JF; Reach G; et al.;
TITLE | **Characteristics of children and adolescents with insulin-dependent diabetes mellitus participating in a summer camp educational program.**
SOURCE | *Diabete et Metabolisme* 1986 Jun;12(3):162-8.

ABSTRACT | Through examining the participants in a French educational camp for children and adolescents with IDDM, researchers attempted to assess the status quo in IDDM treatment and control. They suggest that factors influencing the behavior of patients and their families be taken more under consideration in devising educational strategies. Results of the study indicated significant correlations between diabetic control and gender, nutritional and physical behavior, school achievement, and family status.

AUTHOR | French S;
TITLE | **Horsing around: Diabetes education can be fun.**
SOURCE | *New Zealand Nursing Journal* 1988 Oct;81(10):22–3.

ABSTRACT | The author describes a weekend camping experience for a small number of youth with diabetes. The outcomes and impressions are detailed along with other events generated by the camping experience.

AUTHOR | Harkavy J; Johnson SB; Silverstein J; et al.;
TITLE | **Who learns what at diabetes summer camp?**
SOURCE | *Journal of Pediatric Psychology* 1983 Jun;8(2):143–53.

ABSTRACT | Pre- and post-camp assessment of diabetes knowledge in patients stressing role of cognitive developmental level.

AUTHOR	Moffatt MEK; Pless IB;
TITLE	**Locus of control in campers with diabetes: Changes during camp and relationship to camp staff assessments.**
SOURCE	*Journal of Pediatrics* 1983 Jul;103(1):146–50.
ABSTRACT	Study of youth with diabetes before and after a three week camp experience; implications for development of internal locus of control.

AUTHOR	Travis LB; Brouhard BH; Schreiner BJ;
BOOK	***Diabetes mellitus in children and adolescents.***
SOURCE	W.B. Saunders: Philadelphia;1987:343.
ABSTRACT	Based on the premise that "diabetics are people first," the authors combine practical aspects of clinical management with scientific information about underlying biochemistry and pathophysiology. Especially helpful are chapters devoted to the team approach, diabetes camps, various social issues including substance abuse, birth control, employment, insurance, and the problems of pregnancy with diabetes.

Sickle Cell

AUTHOR	Powars DR; Brown M;
TITLE	**Sickle-cell disease: Summer camp.**
SOURCE	*Clinical Pediatrics* 1990 Feb;29(2):81–5.
ABSTRACT	The authors discuss some of the medical concerns which need to be addressed when children and adolescents with sickle cell disease attend a camp program. Medical concerns related to sickle cell disease occurred at a rate of 10 percent except for when the camp was held at an altitude of 2,200 ft, when the rate rose to 40 percent.

Visual Impairments

AUTHOR	Riddick CC; Fleegal WS;
TITLE	**Instructional sailing program in an adult camping and vacation setting.**
SOURCE	*Journal of Visual Impairment and Blindness* 1986 May;80(5):748.
ABSTRACT	This article provides a brief description of the components of an instructional sailing program for persons with visual impairments at the Lighting Vacation Center in Waretown, New Jersey.

F. *Wellness and Health Knowledge*

AUTHOR Hodges A;
TITLE **Health promotion and disease prevention for the disabled.**
SOURCE *Journal of Allied Health* 1986 Nov;15(4):315–17.

ABSTRACT A brief review of special implications in health promotion and disease prevention for individuals with disabilities. Emphasis is placed on secondary prevention, i.e., prevention of additional disabilities and the need for adaptive strategies and implementation measures for persons with disabilities.

AUTHOR Johnson SB; Freund A; Silverstein J.
TITLE **Adherence—health status relationships in childhood diabetes.**
SOURCE *Health Psychology* 1990;9(5):606–31.

ABSTRACT A three-month study of 78 children and adolescents with insulin dependent diabetes mellitus (IDDM) to examine the relationship between adherence behavior and health status. Adolescents with IDDM were found to be generally less adherent than their younger counterparts. Study results indicate that adherence had different effects for youth in good versus poor diabetic control on measures of health status.

AUTHOR Natapoff JN; Essoka GC;
TITLE **Handicapped and able-bodied children's ideas of health.**
SOURCE *Journal of School Health* 1989 Dec;59(10):436–40.

ABSTRACT This study evaluated concepts of health held by 136 children without disabilities and 104 children with disabilities. Both groups' concepts of health were similar. The strongest difference occurred between ethnic groups, not age or health status groups. Both groups tend to view themselves as healthy. The authors found an apparent shift in the view of health as an enabling concept to health as physical fitness.

AUTHOR Noland MP; Riggs RS; Hall JW;
TITLE **Relationships among health knowledge, health locus of control, and health status in secondary special education students.**
SOURCE *Journal of Special Education* 1985 Sum;19(2):177–87.

ABSTRACT This study found that the health locus of control domain was significantly related to the health knowledge domain for students with mental retardation or learning disabilities. For students with mental retardation, the internal locus of control and beliefs in powerful others were the strongest predictors of health knowledge. For students with learning disabilities, only the internal locus of control was predictive of health knowledge. There was a significant correlation between health knowledge and health status for students with mental retardation but not for those with learning disabilities.

AUTHOR Perrin JM; MacLean WE; Perrin EC;
TITLE **Parental perceptions of health status and psychologic adjustment of children with asthma.**
SOURCE *Pediatrics* 1989 Jan;83(1):26–30.
ABSTRACT An evaluation of the relationships between severity of illness and psychologic adjustment in 46 children with asthma. The study found no significant variation in psychologic adjustment based on objective measures of health status. Psychologic adjustment based on parental estimates of severity, however, demonstrated higher scores for children whose parents rated them as having moderate asthma, indicating that difficulties in coping and adjustment are not limited to children with the most severe disease.

AUTHOR Rotatori AT; Fox R;
TITLE **A comparison of two weight reduction programs for moderately retarded adolescents.**
SOURCE ERIC;1980:18.

ABSTRACT A study about achieving weight loss by 30 adolescents with mental retardation which compared a multicomponent behavioral weight reduction program to a more traditional, nutrition-based approach. Findings showed significantly higher weight loss in the multicomponent behavioral approach. The problem of obesity in adolescents with mental retardation is discussed. (Available through EDRS, ED#187 059. To order, call 1-800-443-3742.)

AUTHOR Steele S;
TITLE **Assessment of functional wellness behaviors in adolescents who are mentally retarded.**
SOURCE *Issues in Comprehensive Pediatric Nursing* 1986;9(5):331–40.

ABSTRACT In this study, students with mental retardation were not independent in functional wellness behaviors. While some of the students were able to perform some of the skills, they all needed supervision. Many students relied on their parents to perform the tasks.

AUTHOR Stein RE; Jessop DJ;
TITLE **Functional status II(R). A measure of child health status.**
SOURCE *Medical Care* 1990 Nov;28(11):1041–55.

ABSTRACT A revised version of the Functional Status Measure, a measure of child health status which characterizes populations, was given to 732 children age 0–16 years with and without chronic physical conditions in order to assess the psychometric properties of the new instrument and determine its effectiveness for measuring health status of children with chronic physical conditions. Results show FS II(R) to have excellent psychometric properties which provide concise measures of health status of children spanning the entire childhood range (0–16 years), with particular strengths for measuring the health status of children with chronic physical conditions without major handicaps.

II. TRAINING AND EDUCATIONAL MATERIALS

TITLE	**The Best That You Can Be**
SUPPLIER	Career Assessment and Placement Center, Whittier Union H.S. District
ADDRESS	9401 S. Painter Ave., Whittier, CA 90605
PHONE	213/698-8121
PRODUCER	L. Vierling, A. Garten, R. Rosenberg
DATE	1987
ABSTRACT	This video portrays a community-based supported employment/life and transition program which is operated by a public school system. The curriculum is functional skill-based addressing the vocational, community/ consumer, domestic skills, mobility, and recreational leisure needs of people with disabilities. Rental is available at no cost. Purchase: $30.00.

TITLE	**Call Me Eric**
SUPPLIER	Ontario Association for Community Living
ADDRESS	180 Duncan Mill Road, Ste. 600, Don Mills, Ont. Canada M3B 1Z6
PHONE	416/447-4348
PRODUCER	Youth Involvement–Ontario
DATE	1986
ABSTRACT	This 24-minute video is designed to encourage and motivate youth involvement with, and on behalf of, peers and friends who are often excluded from community, educational, and social opportunities. It is designed to promote participation in a number of age-appropriate leisure activities while demonstrating that young people have much more in common than is often believed. The film features the comments and aspirations of many young people including Eric Bell who, when asked what he would prefer to be called instead of "mentally retarded," replies ... "Call Me Eric!"

TITLE	**Free Dive**
SUPPLIER	Bullfrog Films
ADDRESS	P.O. Box 149, Oley, PA 19547
PHONE	800-543-FROG
PRODUCER	Paulle Clark
DATE	1987
ABSTRACT	Five teenagers with disabilities learn to scuba dive in a swimming pool and then take a diving trip to the Cayman Islands. They describe what the experience means to them and in so doing help us to understand what it feels like to be disabled in a world geared to able-bodied people. Their determination to succeed at diving has lessons for anyone who wants to overcome a problem. The tape comes with a study guide. Rental: $20.00; purchase: $225.00 (16 mm) or $165.00 (1/2" VHS).

TITLE	**Fun and Fitness**
SUPPLIER	Young Adult Institute
ADDRESS	460 West 34th St., New York, NY 10001
PHONE	212/563-7474
PRODUCER	Young Adult Institute
DATE	1991
ABSTRACT	This 58-minute video is a fun and easy exercise program for persons with mild to moderate developmental disabilities. It provides a complete exercise routine at a comfortable pace for beginners. It is intended for use with supervision and comes with information sheets for the instructor. Purchase price: $35.00.

TITLE	**Fun Futures**
SUPPLIER	Community Leisure Coordinator, ARC Ramsey County
ADDRESS	425 Etna St., Ste. 35, St. Paul, MN 55106
PHONE	612/778-1414
PRODUCER	ARC Ramsey County
DATE	1991
ABSTRACT	This booklet contains questions commonly asked by parents of children and youth about "why" and "how" youth with developmental disabilities can be active in inclusive school and community leisure/recreation settings.

TITLE	**Leisure Education Folder**
SUPPLIER	Center for Recreation and Disability Studies; Curriculum in Leisure Studies and Recreation Administration
ADDRESS	CB# 8145, 730 Airport Rd., Ste. 204, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-8145
PHONE	919/962-0534
PRODUCER	Linda Driscoll, Carrie McCann
DATE	1991
ABSTRACT	The Leisure Education folder is designed for special education professionals. The folder describes leisure education, offers tips for addressing leisure as part of the curriculum, and includes a list of recreation and leisure education resources. The folder is a resource for teachers interested in improving the recreation and leisure skills of students with disabilities. (Cost: $ .50)

TITLE	**MAKE THE RIGHT CHOICE/Camps for Children with Disabilities**
SUPPLIER	General Services, National Easter Seal Society
ADDRESS	70 East Lake, Chicago, IL 60601
PHONE	312/726-6200; 1-800-221-6827
DATE	1991
ABSTRACT	MAKE THE RIGHT CHOICE/Camps for Children with Disabilities includes a brochure with tips for parents of children with disabilities as they choose a camping experience for their child. (Cost: 2 for $ .35 or $12.00 for 100)

TITLE	**The Parent Training Guide to Recreation** and **Can Molly Come Out and Play**
ADDRESS	CB# 8145, 730 Airport Rd., Ste. 204, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-8145
PHONE	919/962-0534
PRODUCER	Carrie McCann, Rick Palmer
DATE	1991
ABSTRACT	The Parent Training Guide to Recreation is a compilation of resources for people who provide education and training to parents of children and youth with disabilities. The guide includes training strategies, transparencies, and suggested newsletter articles. An additional training component is the videotape titled "Can Molly Come Out and Play?" that addresses the importance of recreation for individuals with disabiiities. The tape includes parents describing the benefits of recreation participation for their child with a disability and outlines three models for providing recreation services. Purchase: $50.00.

TITLE	**Recreation and Leisure**
SUPPLIER	Young Adult Institute
ADDRESS	460 West 34th Street, New York, NY 10001
PHONE	212/563-7474
DATE	1986
ABSTRACT	This 30-minute videotape demonstrates the development of social and leisure skills by a group of individuals with developmental disabilities. The group is seen participating in a variety of cultural, social, and entertainment activities in adult environments. A recreation therapist explains what parents should look for in a well-rounded recreational program. Rental: $45.00; purchase: $75.00.

TITLE	**Rehabilitation Resource Manual: Vision**
SUPPLIER	Resources for Rehabilitation
ADDRESS	33 Bedford St., Ste. 19A, Lexington, MA 02173
PHONE	617/862-6455
DATE	1990
ABSTRACT	This is a reference and resource guide for professionals. It includes a chapter on leisure activities for persons with vision loss. Cost: $39.95.

TITLE	**Teaching Social and Leisure Skills to Youth with Autism**
SUPPLIER	Center for Media and Teaching Resources
ADDRESS	Indiana University, Franklin Hall 008, Bloomington, IN 47405-5901
PHONE	812/855-8087
DATE	1983
ABSTRACT	This 35-minute videotape documents the activities of five students with autism (ages 12 to 16), illustrating their problems relating socially, using leisure time and coping in the community. Skill objectives are outlined and teaching techniques are presented. Rental: $30.00. Purchase: $170.00.

TITLE	**Unique Aerobics**
SUPPLIER	Recreation Programs Unlimited
ADDRESS	P.O. Box 2043, Upland, CA 91785
PHONE	714/989-4646
PRODUCER	Evaun Stevenson
DATE	1986
ABSTRACT	*Unique Aerobics* is a video tape designed for and starring developmentally disabled persons. It provides an opportunity to work with peers at one's own pace. Purchase price: $32.00.

TITLE	**The Wake Leisure Education Program: An Integral Part of Special Education**
ADDRESS	Center for Recreation and Disabilities Studies; Curriculum in Leisure Studies and Recreation Administration, CB# 8145, 730 Airport Rd., Ste. 204, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-8145
PHONE	919/962-0534
PRODUCER	Linda Driscoll
DATE	1991
ABSTRACT	This manual is designed to be used by teachers and Recreation Specialists. The program was field tested with high school students classified as trainable or educable mentally retarded; however, the materials can be adapted for use with students of other age or disability classifications. The resource includes introductory information that describes the need for leisure education in the schools. The "Model Leisure Education Program" section offers suggestions and strategies for establishing a leisure education program. Purchase: $20.00.

III. PROGRAMS

NAME	**ABLE (Association for Blind Living and Education)**
CONTACT	Diane Ziegler
ADDRESS	5307 Northport Dr., Brooklyn Center, MN 55429
PHONE	612/537-8000
ABSTRACT	ABLE is a nonprofit program that provides recreational and educational activities for blind and visually impaired youth. The program averages two recreational activities per month (rollerskating, field trips, bowling, camping, etc.) under the safety and supervision of adult volunteers. Activities enable the participants to gain confidence and independence as they develop friendships and explore the world around them.

NAME	**5 Plus Program**
CONTACT	Fredda Stimell
ADDRESS	Association for Children with Down Syndrome, Inc., 2616 Martin Ave., Bellmore, NY 11710
PHONE	516/221-4700
ABSTRACT	Whether or not a child is a graduate of ACDS, children over the age of five years with Down syndrome are welcome to join ACDS's 5 Plus Program. The 5 Plus Program includes after school and Saturday recreation programs. In addition. 5 Plus children participate in innovative jazz and ballet classes which are offered once a week and are contacted by ACDS's movement and dance specialist. ACDS 5 Plus programs also include group rap sessions for adolescents with Down syndrome, a program of comprehensive services for teens which has been developed by ACDS and North Shore University Hospital Adolescent Division, and a nutritional program. Informational workshops and rap sessions are offered to parents.

NAME	**Awesome Achievers**
CONTACT	Kay Vinje
ADDRESS	Apollo High School, 1000 44th Ave. No., St. Cloud, MN 56303
PHONE	612/253-1600, Ext. 12
ABSTRACT	The Awesome Achievers meet once a month for a recreation/social activity. Goals are to: 1) make new friends; 2) learn new recreational skills; 3) improve students' self-confidence through success in activities; 4) allow students to learn more about their abilities. Our motto is, "If it can be done, we can do it!"

NAME	**Camp Oz for Children and Teens with Epilepsy**
CONTACT	Deborah J. McNally, Director
ADDRESS	Epilepsy Foundation of Minnesota, Gillette Children's Hospital, and MINCEP Epilepsy Care, 777 Raymond Ave., St. Paul, MN 55114
PHONE	612/646-8763 or 1-800-779-0777
ABSTRACT	Serves children ages 8–17 whose primary diagnosis is epilepsy. Objectives are: 1) to offer a recreation program where a child does not feel different; 2) to enable youths to interact with other youths who have seizures; 3) to provide education on medical aspects and medications; 4) to assist youths in dealing with problems that often accompany epilepsy (to develop positive self-esteem and independence); and 5) to offer parents a safe environment for their children. Special Junior Leader program for campers ages 14–17 includes self-medication, medication instruction, assisting in teaching of activities, and leadership development. Employs interdisciplinary staff.

NAME	**CLIMB Theatre**
CONTACT	Peg Endres, Residency Company Director
ADDRESS	500 No. Robert St., Ste. 220, St. Paul, MN 55101
PHONE	612/227-9660
ABSTRACT	CLIMB Theatre's "Art for Learning's Sake" is a powerful tool that impacts youths with disabilities in such a way as to actually change behavior and attitudes. CLIMB continues to pioneer the art of instructive theatre and designs programs for specific groups (e.g., youth who are emotionally and behaviorally disordered, youth who have severe handicaps, etc.) that meet specific objectives like peer interaction, communication skills, taking risks, etc. These programs include interactive drama classes which allow youth to experience the concept of being taught rather than just listening to a lecture or seeing a video. Classes are designed to engage youth with disabilities at their level, regardless of mental or behavioral disability.

NAME	**Challenge Discovery Outdoor Adventures**
CONTACT	Greg Huber, Director; Lve Armbrecht, Program Specialist
ADDRESS	8917 Fargo Rd., Richmond, VA 23229
PHONE	804/273-1760
ABSTRACT	Challenge Discovery Outdoor Adventures is an outdoor adventure program for youth, including those with disabilities (specifically learning disabilities) which provides outdoor experiences from one day to 11 days that allow youth to explore new horizons, learn more about themselves and the outdoors, and feel good about themselves. The program teaches teamwork, communication, and the feeling of overcoming personal obstacles in an atmosphere of mutual support and cooperation.

NAME	**Colorado Center for the Blind Summer Teen Program**
CONTACT	Diane McGeorge, Executive Director
ADDRESS	2232 So. Broadway, Denver, CO 80210
PHONE	303/778-1130
ABSTRACT	The Colorado Center for the Blind offers two summer programs which challenge teens at a level consistent with his or her own capacities. One program focuses on job skills. The other program is for 12 to 15-year-olds and offers a three-week experience that includes cane travel, braille, cooking, camping, and challenging recreational activities.

NAME	**52 Association "Learn to Ski" Clinic**
CONTACT	Mary Anne Thompson, Alan Weinberg
ADDRESS	52 Association for the Handicapped, 350 Fifth Ave., Ste. 1829, New York, NY 10018
PHONE	212/563-9797
ABSTRACT	The 52 Association "Learn to Ski" Clinics are offered free of charge to amputees and blind youths. The week-long clinics are held every winter at Greek Peak Mountain in New York and Jack Frost Mountain in Pennsylvania. Instruction, equipment, lodging, and food are provided free of charge. The 52 Association's motto of confidence through sports is exemplified in this unique opportunity which, for the past 20 years, has helped thousands of disabled persons from 42 states and six foreign countries acquire the positive attitudes and skills necessary in today's world.

NAME	**Mixed Ability Canoeing**
CONTACT	Karen Pick, Tim Gravelle
ADDRESS	YMCA of Greater St. Paul (Camp Widjiwagan), 1761 University Ave., St. Paul, MN 55104
PHONE	612/645-6605
ABSTRACT	Widjiwagan's Adventurers program is wilderness canoe tripping for teens (14–18) of ALL abilities. Teens with various disabilities (sensory, mobility, cognitive, developmental) are integrated with teens without disabilities. Emphasis is placed on learning care and respect for peers of all abilities through canoe trips in the Boundary Waters Canoe Area.

NAME	**Mountaineer Spina Bifida Camp**
CONTACT	Sylvia Boggs
ADDRESS	3135 16th Street Road, Huntington, WV 25701
PHONE	304/528-5800
ABSTRACT	Mountaineer Spina Bifida Camp, Inc., operates a one-week camping program for youth with spina bifida. The objectives are to promote independence, self-esteem, and the development of social skills through recreation, socialization, and educational experiences. Campers spend 5–6 days and nights in a setting with a high ratio of staff per camper, participating in swimming, boating, fishing, a physical fitness/exercise routine, campfires, parties, crafts, etc. Close medical supervision is provided by a camp physician and nurses. A secondary benefit of the program is that it offers respite to the campers' families. Educational focus is on nutrition and weight control, self-catheterization, physical fitness in terms of upper body function.

NAME	**School-Community Opportunities for Leisure Activities (SCOLA)**
CONTACT	Tipton M. Ray
ADDRESS	ARC Ramsey County, 425 Etna St., Ste. 35, St. Paul, MN 55106
PHONE	612/778-1414
ABSTRACT	SCOLA addresses the free time needs of transition aged youth who have developmental disabilities. To encourage communities to build more inclusive leisure opportunities, the following activities take place together: 1) Parent involvement and empowerment training; 2) Self-advocacy training; 3) Leisure staff training and consultation; 4) Demonstration efforts; 5) Establishment of a community leisure advisory committee.

NAME	**PLEP (Project Leisure Education Participation)**
CONTACT	Gina Johnson-Freeman, Ph.D.
ADDRESS	The Ohio State University, Room 106 Larkins Hall, 337 West 17th Ave., Columbus,OH 43210
PHONE	614/292-7671
ABSTRACT	The model of the PLEP Program consists of two phases which service two specific groups. Phase One consists of educational opportunities in physical education, recreation and leisure pursuits. Phase Two involves providing recreational opportunities (both integrated and specialized programming). Both phases of the model service Ohio State University affiliates as well as central Ohio community members who have physical or sensory disabilities (ages 4 years and up).

NAME	**St. Cloud Vinland Project**
CONTACT	Deb Johansen and Luann Palmquist, Project Coordinators
ADDRESS	Westwood Elementary School, 5800 Ridgewood Road, St. Cloud, MN 56303
PHONE	612/253-5857
ABSTRACT	A cooperative project of the Vinland National Center and the St. Cloud District 742 Schools, this program serves the city of St. Cloud and the surrounding area. The program's goal is to assist youth with special needs in accessing and successfully participating in community leisure activities with their family and friends. An inclusion specialist works directly with the students to help them learn lifelong leisure and recreation skills.

NAME	**Shake-A-Leg Youth Sailing Program**
ADDRESS	2600 So. Bay Shore Dr., Miami, FL 33133
PHONE	305/858-5550
ABSTRACT	Shake-A-Leg of Miami, a satellite of Shake-A-Leg of Rhode Island, offers a year around sailing program for youth with disabilities. Adolescents are taught sailing skills on specialty designed boats called the Freedom Independence. Shake-A-Leg also teaches competitive sailing and maintains the Shake-A-Leg Sailing Team which races in local and national regattas.

NAME	**S.P.A.R.X. (Shepherd's Program About Real Experiences)**
CONTACT	Ann Leverette
ADDRESS	Shepherd Spinal Center, 2020 Peachtree Road Northwest, Atlanta, GA 30309
PHONE	404/352-2020
ABSTRACT	S.P.A.R.X. is a day habilitation program for children and adolescents with spina bifida. Emphasis is on psychosocial aspects of disability, therapeutic recreation, and health care management. Youth are grouped according to age and mental ability. Participants work on problem-solving skills, learning responsibility for their own self-care, developing appropriate social skills, and planning for an implementing leisure activities. Teen volunteers are used for peer supporters and as role models in teen programs.

NAME	**Skiers Unlimited**
CONTACT	Steve Balcanoff
ADDRESS	Newington Children's Hospital, 181 East Cedar St., Newington, CT 06111
PHONE	203/667-5420
ABSTRACT	Skiers Unlimited, in it's 8th year, was designed to give youth a recreational opportunity that may otherwise be unattainable. This community service program gets referrals from physicians, therapists, parents, and nurses. Participation is not limited due to ability/disability. The "dynamic" sport of skiing provides a new experience for youth. It also fosters independence, provides a form of physical therapy, and in the words of one of the parents, "It makes the kids feel good about themselves—They're not afraid to try new things."

NAME	**The Teen Program**
CONTACT	Susan McKee
ADDRESS	UCPA of Chester County, 1826 West Strasburg Rd., West Chester, PA 19382
PHONE	215/486-0496
ABSTRACT	This program provides socialization opportunities for teens, ages 12 to 18 years of age, who have physical disabilities. Monthly meetings offer activities such as pizza parties, bowling, and concerts.

NAME	**Voyageur Outward Bound School**
CONTACT	David Cappetta
ADDRESS	10900 Cedar Lake Road, Minnetonka, MN 55343
PHONE	612/542-9255
ABSTRACT	The Voyageur Outward Bound School conducts a "Mixed Ability Course" in northeastern Minnesota for participants aged 16 years and older. The two-week experience has both able and disabled participants of all ages. Wilderness experiences are used as a means to personal growth. The program is designed to help participants see that they can reach beyond perceived limitations. Course components include canoeing, rock climbing, and ropes course.

NAME	**We Can Ride, Inc.**
CONTACT	Jody Schwartz, Program Coordinator
ADDRESS	P.O. Box 1102, Minnetonka, MN 55345-0102
PHONE	612/934-0057
ABSTRACT	We Can Ride is a nonprofit organization that offers therapeutic horseback riding lessons to people of all ages with physical, mental, emotional, and/or behavioral disabilities.

NAME	**Wilderness Inquiry**
CONTACT	Greg Lais, Al Gustaveson
ADDRESS	1313 Fifth Street SE, Box 84, Minneapolis, MN 55414
PHONE	612/379-3858; 1-800-728-0719
ABSTRACT	Wilderness Inquiry was founded in 1978 to provide outdoor adventure opportunities for people of all abilities. Each year over 1,700 people participate on canoe, kayak, and dog sled adventures throughout the United States and Canada. Program goals include social integration, development of self-confidence/self-esteem, reduction of stereotypes, and outdoor recreation skills. Contract trips are available for/with other agencies.

IV. Some Additional Thoughts ...

We obviously have not listed all of the very fine recreation and leisure programs that are in operation around the country. We hope to offer information about additional programs in the future. Let us know about yours.

Camping offers youth with chronic illnesses and disabilities an opportunity to interact with peers, gain skills and self-confidence—and most importantly—an opportunity to have fun in the wilderness. The selection of a camping program requires consideration of many factors including: accessibility, health and safety, staffing, cost, and the young person's interests. Sources of information about camps include:

- Local park and recreation department
  (many have therapeutic recreation specialists)
- State licensing agency
- American Camping Association
- American Diabetes Association
- American Lung Association
- Spina Bifida Association of America
- National Easter Seal Society
- Hospitals and Rehabilitation Programs
- YMCA, YWCA
- Other disability organizations

CYDLINE Reviews

Please copy and share the contents of this publication. We ask that you credit the National Center for Youth with Disabilities as the source of information.

National Center for Youth with Disabilities/Society for Adolescent Medicine

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